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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2009-2010**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** I HOW WE EXPRESS OURSELVES  Maths (Patterns & Functions I) Pili | | | | | **Driving  Supporting  Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | Style  Mastery  Understanding  Interpersonal  Self-expressive | | | Intelligences | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  **X** Anecdotal Records  Continuum  Other | |
| **Achievement Indicator:**   * Creates, describes and extends patterns using objects (4 criteria: color, shape, position, size) | | | | | | **Skills: Application, Analysis** | | | | | |
| **Materials:** 2D shapes | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Week 5 Sept. 12-16 | | | **Time: 45´** | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  The teacher will make a pattern with 2D shapes on the board.  Then the T will ask for a volunteer to extend it to the right using concrete shapes, then another volunteer to extend it to the left.  **Main Activity:**  Give plenty of pattern blocks to every child and ask them to create a pattern on their tables. When they finish, ask them to extend it to the right, then to the left. | | | | | | | | | | | |
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| **Tier 1:** The tier is given by the number of variables that each child uses. | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Ask the children to share their patterns. | | | | | | | | | | | |